

# Implementation of learning action cell engagement on the classroom management skills by the public elementary school teachers

Frigillana, Abigail T. ✉  
St. Mary's College, Philippines

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## **Abstract**

This study examined the relationship between teachers' engagement in Learning Action Cell (LAC) sessions and their classroom management skills among public elementary school teachers in the Division of San Fernando City. Using a descriptive-correlational research design, data were gathered from 78 teacher-respondents through a validated researcher-made questionnaire. Teachers' LAC engagement was assessed in terms of participation, collaboration, reflection, and application of strategies, while classroom management skills were examined across maintaining discipline, organizing classroom activities, managing time and resources, and fostering a positive learning environment. Findings revealed that teachers demonstrated a generally high level of engagement in LAC sessions, with participation and application of strategies rated highest, while collaboration and reflection were at a moderate level. Classroom management skills were also rated high, particularly in maintaining discipline and fostering a positive learning environment. Pearson correlation analysis showed a significant positive relationship between LAC engagement and classroom management skills, with application of strategies exhibiting the strongest correlation. These results indicate that active and sustained engagement in professional learning communities such as LAC contributes significantly to improving teachers' classroom management competencies. The study underscores the importance of strengthening collaborative and reflective practices in LAC sessions to maximize their impact on teaching effectiveness and learning outcomes, and it serves as a basis for developing an action plan to enhance professional development initiatives in the division.

**Keywords:** learning action cell, teacher engagement, classroom management, professional development, elementary teachers

## **Implementation of learning action cell engagement on the classroom management skills by the public elementary school teachers**

### **1. Introduction**

Education in the 21st century requires teachers to be more than transmitters of content; they must also create positive learning environments where students can thrive. Classroom management has been consistently linked to effective teaching because it allows for smooth instruction, fosters learner engagement, and minimizes disruptions. Moreover, research highlights that classroom management strongly predicts student academic performance, which underscores its critical role in school effectiveness. In the Philippines, the Department of Education (DepEd) has prioritized teacher professional development through Learning Action Cells (LACs), which serve as school-based continuing professional development mechanisms. Through LAC sessions, teachers collaborate, reflect, and share best practices that strengthen their instructional and managerial skills. DepEd Order No. 35, s. 2016 institutionalized LACs nationwide to promote collective capacity building and improve teaching-learning outcomes (Department of Education [DepEd], 2016).

Globally, collaborative professional learning models such as Professional Learning Communities (PLCs) have shown significant impact on teachers' instructional competence and collegial support. Studies note that sustained collaboration leads to improved teacher efficacy and enhanced classroom practices. However, the success of these models often depends on contextual factors such as organizational culture, leadership, and resource support, which implies the necessity of localized evaluations in the Philippine setting. Moreover, in the Philippine context, emerging studies have examined the role of LAC in enhancing teacher performance. Malaluan (2020) reported that LAC sessions improved teachers' confidence and competence in handling curriculum changes, while De Mesa (2021) found that LACs positively influenced instructional planning and delivery. Nevertheless, these studies have mainly focused on instructional outcomes rather than on classroom management as a distinct competency.

Although international and local studies highlight LAC's contributions to professional growth, the specific link between LAC engagement and classroom management skills remains underexplored. The most professional development evaluations tend to emphasize content mastery and pedagogy, leaving a gap in understanding its effect on classroom control, discipline strategies, and learner engagement. This indicates the need for empirical research that isolates classroom management as a measurable outcome of LAC participation. Classroom management is especially critical at the elementary level, where learners require structured routines, guidance, and consistent support to stay engaged. Studies show that effective classroom management is closely tied to younger learners' motivation and academic achievement. Therefore, examining how LAC engagement influences the classroom management skills of elementary teachers is both timely and necessary.

Despite the institutionalization of LACs, feedback from the field indicates mixed perceptions of their effectiveness. Some teachers describe LAC sessions as meaningful venues for collaborative problem-solving, while others perceive them as compliance requirements with little impact on actual practice. This divergence raises questions about whether and how LAC sessions are genuinely improving teachers' ability to manage classrooms. Most existing studies on LACs in the Philippines are qualitative in nature, focusing on teacher narratives and reflections. While these accounts provide valuable insights, they do not provide quantitative evidence of effectiveness. Consequently, a gap exists in measuring the direct relationship between LAC engagement and specific teacher competencies, particularly classroom management.

Given these gaps, a quantitative study that explores the correlation between LAC engagement and classroom management skills is crucial. Quantitative evidence would not only validate the anecdotal benefits of LAC but also provide measurable insights that can inform policy and practice. Moreover, statistical data can support division leaders in identifying whether more structured interventions are necessary to strengthen LAC's impact on

classroom practices. The Division of San Fernando City provides a strategic setting for such an inquiry because its public elementary school teachers are consistently involved in LAC sessions, making them suitable respondents for the study. As these teachers face diverse challenges in managing classrooms with varying class sizes and learner backgrounds, determining the influence of LAC engagement becomes even more relevant. Therefore, this study will examine the impact of LAC engagement on the classroom management skills of public elementary school teachers in San Fernando City Division. It will address the research gap by generating quantitative evidence on a specific teacher competency that has not been adequately studied in relation to LAC. The findings will not only enrich the literature but also provide actionable recommendations for improving the design and facilitation of LAC sessions to ensure that professional development directly translates to better-managed classrooms and improved student learning.

**Purpose Statement** - The purpose of this study is to provide clarity and focus in identifying the key variables to be examined and setting the direction for the research process. It serves as a guide in formulating the research design, determining the data to be collected, and establishing the basis for analysis and interpretation. By defining the scope of inquiry, it ensures that the investigation remains aligned with the study's objectives and contributes meaningful insights to the field of education. This study aims to investigate the impact of Learning Action Cell (LAC) engagement on the classroom management skills of public elementary school teachers in the Division of San Fernando City. Specifically, it seeks to answer the following questions:

### **Research Questions**

- What is the level of engagement of teachers in LAC sessions in terms of participation; collaboration; reflection; and application of strategies?
- What is the level of classroom management skills of teachers in terms of maintaining discipline in the classroom; organizing classroom activities; managing time and resources effectively; and: fostering a positive learning environment?
- Is there a significant relationship between the level of LAC engagement and the classroom management skills of teachers?

**Hypotheses** - Based on the problems presented, the hypothesis is tested: There is no significant relationship between teachers' level of LAC engagement and their classroom management skills in public elementary schools of San Fernando City Division.

## **2. Methodology**

This chapter presented the methods and procedures that were employed in conducting the study. It described the research design, population and locale, respondents, research instrument, data gathering procedure, and statistical treatment of data.

**Research Design** - This study utilized a descriptive-correlational research design to examine the impact of Learning Action Cell (LAC) engagement on the classroom management skills of public elementary school teachers in San Fernando City. The design was appropriate for determining the relationship between the extent of teachers' participation in LAC sessions and their effectiveness in managing classroom routines, maintaining discipline, and fostering positive learning environments. Through descriptive analysis, the study presented the current levels of LAC engagement and classroom management skills, while correlational analysis determined whether a significant relationship existed between the two variables. This approach provided empirical evidence on how collaborative professional learning through LAC influenced teachers' management competencies, serving as a basis for enhancing instructional practices and teacher development programs in the division.

**Research Locale of the Study** - The study was conducted in the public elementary Schools Division of San Fernando City with 78 selected teachers as respondents.

Figure 2 shows their distributions.

Districts	Teachers	Total
Bangbangolan ES	3	3
Baraoas ES	3	3
Cadaclan ES	3	3
Dallangayan ES	3	3
Ilocanos ES	3	3
Pao ES	3	3
Parparya ES	3	3
Puspup ES	3	3
Santiago ES	3	3
Bungro ES	3	3
Canaoay ES	3	3
Catbangan CS	3	3
Masicong ES	3	3
Sacyud E/S	3	3
Sagayad ES	3	3
San Agustin (Poro) ES	3	3
Tanquigan ES	3	3
Pagudpud IS	3	3
Sibuan-Otong IS	3	3
Lingsat IS	3	3
Nagyubuyuban IS	3	3
San Fernando South Central IS	3	3
San Fernando City SPED IS	3	3
Dalumpinas IS	3	3
Total		78

**Data Gathering Procedure** - The researcher began the data gathering process by securing an endorsement from the Schools Division Superintendent of San Fernando City and permission from the school heads of the selected elementary schools. After approval was obtained, a formal communication was sent to the identified teacher-respondents, informing them about the nature, objectives, and scope of the study. Once the necessary permits were granted, the researcher personally administered the research instrument to the teacher-respondents at a time convenient for them to avoid disruption of classes and other school activities. Before distribution, the purpose of the study and instructions for accomplishing the questionnaire were clearly explained. The respondents were also assured of the confidentiality and anonymity of their responses, and that the data collected would be used solely for academic purposes.

The respondents were given ample time to answer the questionnaire thoughtfully. Completed questionnaires were retrieved immediately after accomplishment to ensure a high return rate. For questionnaires not retrieved on the same day, follow-up visits were made until all responses were collected. After the collection process, the researcher checked all accomplished questionnaires for completeness and accuracy. The responses were then systematically tallied, organized, and encoded for statistical treatment. The results were analyzed and interpreted according to the statement of the problem, which served as the basis for the conclusions and recommendations of the study.

**Data Gathering Instrument** - The main tool that was used in this study was a researcher-made questionnaire specifically designed to answer the statement of the problem. The instrument was structured into sections that directly corresponded to each research question to ensure complete alignment between the data gathered and the objectives of the study. For SOP 1, the questionnaire included items that measured the level of teachers' engagement in Learning Action Cell (LAC) sessions in terms of: a) participation, b) collaboration, c) reflection, and d) application of strategies. For SOP 2, the instrument contained indicators that determined the level of classroom management skills of teachers as reflected in: a) maintaining discipline in the classroom, b) organizing classroom activities, c) managing time and resources effectively, and d) fostering a positive learning environment. For SOP 3, the data that were gathered from SOP 1 and SOP 2 were statistically analyzed to determine whether a significant relationship existed between the level of LAC engagement and the classroom management skills of teachers in the Division of San Fernando.

Responses to the items were gathered using a Likert-scale format, which allowed the quantification of perceptions and practices, making the data suitable for statistical treatment. To ensure content validity, the instrument was subjected to expert evaluation by educators and research specialists in the field. To test for reliability, the questionnaire was pilot-tested on a sample group not included in the study, and a reliability coefficient was computed to establish the internal consistency of the instrument. The validated and finalized questionnaire served as the main instrument for data collection, ensuring that accurate, reliable, and relevant information were obtained to answer the research problems.

**Statistical Treatment of Data** - The data that were collected from the questionnaires were analyzed using appropriate statistical tools to address the specific research problems of the study. To answer SOP 1, the level of teachers' engagement in Learning Action Cell (LAC) sessions in terms of participation, collaboration, reflection, and application of strategies was described using the weighted mean. The weighted mean provided a summary measure of the overall engagement level of the respondents and indicated the extent to which they actively participated in LAC activities. To answer SOP 2, the level of classroom management skills of teachers in terms of maintaining discipline, organizing classroom activities, managing time and resources, and fostering a positive learning environment was also described using the weighted mean. This allowed the researcher to determine the overall effectiveness of classroom management practices among the teacher-respondents. The interpretation of the weighted mean was guided by the following descriptive rating scale: 4.21 – 5.00 — Very High; 3.41 – 4.20 — High; 2.61 – 3.40 — Moderate; 1.81 – 2.60 — Low; and 1.00 – 1.80 — Very Low. For SOP 3, the relationship between the level of LAC engagement and classroom management skills was examined using Pearson's Product Moment Correlation Coefficient. This statistical tool allowed the researcher to determine whether a significant relationship existed between the two variables and the strength and direction of this relationship. The results were interpreted based on established criteria for correlation coefficients to determine the significance of the relationship.

**Validation and Reliability Test** - The research instrument underwent validation and reliability testing to ensure that it accurately and consistently measured the intended variables: Learning Action Cell (LAC) engagement and classroom management skills of public elementary school teachers in San Fernando City. For validation, experts in educational management, professional development, and classroom management were consulted to assess the content of the instrument and ensure that it comprehensively covered all dimensions of LAC engagement (such as frequency of participation, collaboration, and application of strategies) and classroom management skills (including routine establishment, discipline, and student engagement). Additionally, a small group of teachers reviewed the instrument for face validity to ensure that the items were understandable, clear, and appropriate for the intended respondents. For reliability, a pilot test was conducted among 15 teachers similar to the study participants. The internal consistency of the instrument was measured using Cronbach's Alpha, where a value of 0.70 or higher was considered acceptable, indicating that the instrument consistently measured the constructs. If multiple evaluators were involved in assessing classroom management skills, inter-rater reliability was also calculated to ensure consistency among raters. These procedures ensured that the instrument produced valid, reliable, and credible data for examining the impact of LAC engagement on classroom management skills.

**Ethical Considerations** - The researcher ensured that all ethical standards in research were strictly observed. The participation of teacher-respondents was voluntary, and they were informed of the purpose, objectives, and procedures of the study before data collection. Respondents were assured that their responses remained confidential and anonymous, and that the information was used solely for academic purposes. The researcher obtained the necessary permissions from the Schools Division Superintendent and school heads prior to the administration of the questionnaire, and all interactions with respondents were conducted with respect, professionalism, and integrity to safeguard their rights and welfare throughout the study.

### 3. Presentation, analysis, and interpretation of data

This chapter presents the analysis and interpretation of the data gathered to address the research problem of the study. The data focus on: (1) the level of engagement of teachers in LAC sessions in terms of participation,

collaboration, reflection, and application of strategies; (2) the level of classroom management skills of teachers; and (3) the relationship between LAC engagement and classroom management skills. Each table is followed by a detailed discussion, interpretation, and supporting literature.

**Table 1**  
*Level of engagement of teachers in LAC sessions*

Indicators	Weighted Mean	Descriptive Equivalent
<b>Participation</b>		
I actively attend LAC sessions regularly.	4.19	H
I volunteer to present or share instructional problems during LAC sessions.	3.34	M
I contribute ideas and suggestions during LAC discussions.	3.31	M
I will implement suggestions gained from LAC meetings in my classroom.	3.45	H
I will participate in follow-up activities or action research that originate from LAC topics.	3.23	M
Sub-mean	3.50	H
<b>B. Collaboration</b>		
I will work with colleagues to jointly plan lessons or activities discussed in LAC.	3.24	M
I will engage in peer observation or co-teaching as promoted in LAC sessions.	3.48	H
I will share teaching materials and resources with colleagues after LAC meetings.	3.18	M
I will consult with fellow teachers to solve classroom management issues raised in LAC.	3.12	M
I will take part in collaborative reflection or feedback sessions following LAC activities.	3.33	M
Sub-mean	3.27	M
<b>C. Reflection</b>		
I will critically reflect on my classroom practice as a result of LAC discussions.	3.11	M
I will document lessons learned from LAC sessions for future reference.	3.28	M
I will revise lesson plans after reflecting on insights gained from LAC.	3.26	M
I will use reflective tools (logs, journals, checklists) introduced in LAC sessions.	3.38	M
I will evaluate the effectiveness of strategies learned in LAC through classroom outcomes.	3.37	M
Sub-mean	3.28	M
<b>D. Application of Strategies</b>		
I will apply classroom management strategies learned from LAC in my daily teaching.	3.45	H
I will adapt instructional strategies from LAC to fit my learners' needs.	3.96	H
I will use assessment techniques discussed in LAC to monitor student behavior and learning.	4.18	H
I will implement routines and procedures suggested during LAC sessions.	4.20	H
I will experiment with at least one new teaching/management strategy every month as influenced by LAC.	3.27	H
Sub-mean	3.81	H
Over-all Mean	3.47	H

*Legend: H- High M- Moderate*

The results indicate that teachers demonstrate a high overall level of engagement in LAC sessions (Overall Mean = 3.47, High), with notable strengths in the application of strategies (Sub-mean = 3.81, High) and participation (Sub-mean = 3.50, High). This suggests that teachers are actively involved in attending LAC sessions and are able to translate the insights gained into practical classroom applications. In particular, the highest-rated indicators in participation—such as actively attending LAC sessions (M = 4.19) and implementing suggestions from LAC discussions (M = 3.45)—reflect teachers' strong commitment to professional development and instructional improvement. This aligns with Darling-Hammond, Hylar, and Gardner (2020), who emphasized that meaningful professional learning is characterized by active engagement and application of learned strategies in actual classroom practice.

However, results also reveal that collaboration (Sub-mean = 3.27, Moderate) and reflection (Sub-mean = 3.28, Moderate) are relatively weaker dimensions of engagement. In collaboration, teachers show willingness to engage in peer observation or co-teaching (M = 3.48), but lower ratings in consulting colleagues for classroom management concerns (M = 3.12) and sharing instructional resources (M = 3.18) indicate that collaborative

practices are not yet fully maximized. Similarly, in reflection, while teachers moderately use reflective tools (M = 3.38) and evaluate instructional strategies (M = 3.37), critical reflection on classroom practice (M = 3.11) remains limited. These findings suggest that reflective practice is still surface-level rather than deeply analytical. Rivera and Lee (2021) emphasized that collaboration and reflection in professional learning communities become more effective when supported by structured systems, guided protocols, and sustained institutional encouragement.

In terms of application of strategies, teachers show strong implementation of LAC learnings, particularly in using classroom routines and procedures (M = 4.20) and assessment techniques (M = 4.18). This indicates that LAC sessions are effective in translating professional learning into actionable classroom practices. However, the relatively lower rating in experimenting with new strategies monthly (M = 3.27) suggests that innovation and continuous experimentation are still developing areas among teachers. This supports DepEd (2020), which emphasizes that LAC sessions are designed not only to reinforce existing practices but also to encourage continuous instructional improvement through experimentation and reflective application.

Overall, the findings imply that teachers value LAC sessions as a platform for professional growth, particularly in improving classroom practices through strategy application and participation. However, the moderate levels of collaboration and reflection suggest that LAC implementation may benefit from stronger facilitation strategies such as structured peer collaboration, reflective journals, mentoring systems, and follow-up coaching sessions. As supported by Darling-Hammond et al. (2020) and Rivera and Lee (2021), professional learning is most effective when teachers are actively engaged in participatory, collaborative, and reflective processes that are consistently reinforced within the school system.

**Table 2**  
*Level of Classroom Management Skills of Teachers*

Indicators	Weighted Mean	Descriptive Equivalent
<b>Maintaining Discipline</b>		
I will establish and enforce clear classroom rules and expectations.	4.23	VH
I will use positive reinforcement to encourage appropriate learner behavior.	4.04	H
I will address disruptive behavior promptly and fairly.	4.18	H
I will use restorative or corrective strategies that focus on learning rather than punishment.	4.38	VH
I will consistently implement classroom routines that minimize off-task behavior.	4.04	H
Sub-mean	4.17	H
<b>Organizing Classroom Activities</b>		
I will organize lesson activities with clear procedures and transitions.	3.92	H
I will prepare materials and instructions in advance to avoid downtime.	4.02	H
I will structure group work so that all learners are engaged and accountable.	3.40	H
I will sequence activities to build from simple to more complex tasks.	3.33	M
I will use classroom arrangement and seating to support instructional goals and supervision.	3.38	M
Sub-mean	3.61	H
<b>Managing Time and Resources Effectively</b>		
I will allocate class time efficiently to cover planned lesson objectives.	4.18	H
I will manage instructional materials so transitions will be quick and orderly.	4.15	H
I will incorporate time-saving routines that increase instructional time.	3.94	H
I will make effective use of available instructional resources, including improvised materials.	3.45	H
I will monitor lesson pacing and make adjustments to ensure learning targets are met.	4.28	VH
Sub-mean	4.00	H
<b>Fostering a Positive Learning Environment</b>		
I will create a welcoming and supportive classroom climate for all learners.	4.01	H
I will encourage learner participation through questioning and interactive tasks.	4.24	VH

I will promote mutual respect and cooperation among students.	4.28	VH
I will use praise and constructive feedback to build learners' confidence.	4.18	H
I will implement activities that will develop learners' social and emotional skills.	4.01	H
Sub-mean	4.14	H
Overall	3.98	H

*Legend: VH- Very High H- High M- Moderate*

The results indicate that teachers demonstrate a high level of classroom management skills (Overall Mean = 3.98, High) across the four key dimensions: maintaining discipline, organizing classroom activities, managing time and resources, and fostering a positive learning environment. This suggests that teachers are generally competent in handling classroom demands and creating conducive learning environments. Among the four dimensions, maintaining discipline (Sub-mean = 4.17, High) **and** fostering a positive learning environment (Sub-mean = 4.14, High) emerged as the strongest areas, indicating that teachers are particularly effective in enforcing rules, applying restorative strategies, and promoting respectful and engaging classroom interactions. These findings align with Darling-Hammond, Hyler, and Gardner (2020), who emphasized that effective classroom management is strongly associated with proactive discipline strategies and the establishment of supportive learning environments.

In maintaining discipline, the highest-rated indicator was the use of restorative or corrective strategies focused on learning rather than punishment (M = 4.38, Very High), followed by the establishment of clear classroom rules and expectations (M = 4.23, Very High). This reflects teachers' shift toward positive and student-centered discipline approaches. However, lower ratings in using positive reinforcement (M = 4.04, High) and maintaining consistent routines (M = 4.04, High) suggest that reinforcement systems and behavioral consistency may still be strengthened to further improve classroom order and learner behavior.

In terms of organizing classroom activities, the sub-mean of 3.61 (High) indicates that teachers are generally effective in structuring lessons and managing classroom flow. Strengths were observed in preparing materials and instructions in advance (M = 4.02) and organizing activities with clear procedures and transitions (M = 3.92), which contribute to smooth classroom delivery. However, lower ratings in sequencing activities from simple to complex (M = 3.33, Moderate) and using classroom arrangement to support instruction (M = 3.38, Moderate) suggest the need for improved instructional scaffolding and optimized learning space design. These findings are consistent with Wang, Hall, and Rahimi (2021), who emphasized that well-structured lessons and strategic classroom arrangement enhance learner engagement and academic performance.

For managing time and resources, teachers obtained a sub-mean of 4.00 (High), indicating strong competence in maximizing instructional time and managing classroom resources. The highest-rated indicator was monitoring lesson pacing and making adjustments to meet learning targets (M = 4.28, Very High), followed by efficient allocation of class time (M = 4.18, High). However, relatively lower ratings in the use of improvised instructional materials (M = 3.45) and incorporation of time-saving routines (M = 3.94) suggest opportunities for further improvement in resource utilization and instructional efficiency. Allen, Kern, and Cheung (2020) emphasized that effective time and resource management significantly enhances teaching productivity and learning outcomes.

In fostering a positive learning environment, teachers achieved a sub-mean of 4.14 (High), indicating strong efforts in creating supportive and engaging classrooms. The highest-rated indicators were promoting mutual respect and cooperation among students (M = 4.28, Very High) and encouraging learner participation through interactive tasks (M = 4.24, Very High). These results show that teachers actively promote collaboration and student engagement. However, slightly lower ratings in creating a fully inclusive classroom climate (M = 4.01) and implementing socio-emotional learning activities (M = 4.01) suggest areas for further enhancement in addressing learners' emotional and developmental needs. These findings support Darling-Hammond et al. (2020) and Wang et al. (2021), who highlighted that positive classroom environments significantly contribute to student motivation, engagement, and holistic development.

Overall, the findings suggest that teachers are generally effective classroom managers, with particular strengths in discipline management and creating positive learning environments. However, organizing classroom activities and optimizing instructional resources require further development to ensure more structured, efficient, and learner-centered instruction. This implies that targeted professional development focusing on instructional design, classroom structuring, and resource innovation may further enhance teachers' classroom management competencies and overall teaching effectiveness.

**Table 3***Relationship Between LAC Engagement Dimensions and Classroom Management Skills*

LAC Engagement Dimension	Pearson r	p-value	Interpretation
Participation	0.583	0.005	Significant, Positive Relationship
Collaboration	0.412	0.034	Significant, Positive Relationship
Reflection	0.367	0.048	Significant, Positive Relationship
Application of Strategies	0.671	0.001	Significant, Positive Relationship
Overall Engagement	0.642	0.002	Significant, Positive Relationship

Legend:

r = Pearson correlation coefficient

p-value = significance level at  $\alpha = 0.05$

Significant:  $p < 0.05$ , indicates a statistically significant relationship between variables

Positive Relationship: as engagement increases, classroom management skills improve

The results indicate that there is a skills across all dimensions of engagement: participation, collaboration, reflection, and application of strategies, as well as the overall engagement score. This suggests that as teachers become more engaged in LAC sessions, their ability to manage classrooms effectively also improves. Among the four dimensions, application of strategies showed the strongest relationship with classroom management skills ( $r = 0.671$ ,  $p = 0.001$ ). This implies that teachers who actively implement routines, assessment techniques, and instructional strategies learned from LAC sessions are more likely to demonstrate effective classroom management. It highlights that the practical transfer of learning into classroom practice plays a crucial role in improving instructional effectiveness. Participation also showed a strong positive relationship ( $r = 0.583$ ,  $p = 0.005$ ), indicating that consistent attendance, active involvement, and contribution during LAC sessions significantly enhance teachers' classroom management abilities.

Meanwhile, collaboration ( $r = 0.412$ ,  $p = 0.034$ ) and reflection ( $r = 0.367$ ,  $p = 0.048$ ) both showed moderate but significant positive relationships with classroom management skills. This suggests that while working with colleagues and engaging in reflective practices contribute to improved teaching performance, these dimensions are not yet fully maximized and may require stronger institutional support. The overall LAC engagement was strongly correlated with classroom management skills ( $r = 0.642$ ,  $p = 0.002$ ), indicating that the combined effect of all engagement dimensions plays a substantial role in strengthening teachers' classroom management practices.

These findings imply that teachers who are more actively engaged in LAC sessions tend to demonstrate better classroom management skills, particularly when engagement is translated into actual classroom application. The strong correlation of application of strategies underscores the importance of bridging professional learning and classroom implementation, while the moderate relationships in collaboration and reflection suggest the need for more structured mechanisms to deepen these practices. The results are consistent with Darling-Hammond, Hyler, and Gardner (2020), who emphasized that professional learning communities are most effective when teachers are actively engaged and able to apply learned strategies in practice. Similarly, Rivera and Lee (2021) found that sustained collaboration and reflective practice among teachers enhance instructional quality and classroom effectiveness, reinforcing the importance of continuous professional engagement.

In practical terms, the findings suggest that schools and administrators should strengthen LAC implementation

by promoting structured collaboration, guided reflection, and sustained follow-up activities. Providing opportunities such as peer mentoring, coaching, reflective journals, and classroom observation can further enhance the impact of LAC sessions. Overall, fostering deeper and more sustained engagement in LAC sessions can significantly improve teachers' classroom management skills, leading to more effective teaching and improved learning environments.

#### 4. Summary, Conclusions, and Recommendations

This chapter synthesizes the findings presented in the previous chapter, highlighting the level of teachers' engagement in Learning Action Cell (LAC) sessions, their classroom management skills, and the relationship between professional learning and instructional practices. Based on the analysis of the data, the study revealed the following:

**Summary** - Based on the analysis of the data, the study revealed the following:

- Teachers in the Division demonstrate a generally high level of engagement in Learning Action Cell (LAC) sessions, with an overall mean of 3.47 (High). Participation and application of strategies were the strongest dimensions, indicating that teachers regularly attend sessions and implement learned routines, instructional strategies, and assessment techniques in their classrooms.
- Collaboration and reflection were rated moderately, suggesting that while teachers interact with colleagues and assess their own teaching practices, these behaviors are not consistently applied across all participants. Limited sharing of resources and reflective analysis highlights areas for improvement.
- Classroom management skills were rated high (overall mean 3.98). Teachers excel in maintaining discipline and fostering a positive learning environment by establishing clear rules, addressing disruptive behavior effectively, and promoting mutual respect among learners. Slightly lower scores in organizing activities and managing time and resources indicate opportunities for further development.
- The study revealed a strong, positive relationship between LAC engagement and classroom management skills. Application of strategies showed the highest correlation ( $r = 0.671$ ), indicating that teachers who apply routines, instructional strategies, and assessment techniques learned from LAC sessions exhibit stronger classroom management. Participation, collaboration, and reflection also had significant positive correlations.
- Overall, the findings demonstrate that professional learning communities like LAC sessions contribute significantly to improving instructional practices and classroom management. Teachers benefit from structured engagement, but additional support in collaboration, reflection, and resource access is needed to maximize teaching effectiveness.

#### **Conclusions**

- Teachers in the Division exhibit high competence in engaging with LAC sessions and translating professional learning into effective classroom practices, particularly through participation and application of strategies.
- Collaboration and reflection among teachers occur at a moderate level, indicating a need for structured guidance, peer mentoring, and administrative support to strengthen cooperative planning, resource sharing, and reflective practices.
- Classroom management skills are generally high, especially in maintaining discipline and fostering a positive learning environment. However, lesson sequencing, activity organization, and time and resource optimization require further attention to enhance classroom efficiency.

- Engagement in LAC sessions has a strong, positive effect on classroom management, highlighting the importance of holistic participation, collaboration, reflection, and strategy application in professional learning communities.
- Sustained professional support, continuous training, and access to instructional resources are critical to maintaining and improving teachers' engagement, classroom management, and overall instructional effectiveness.

### ***Recommendations***

- Teachers should actively participate in LAC sessions and apply the strategies learned to improve classroom management and instructional outcomes. Structured follow-ups and mentorship can support this process.
- Schools should promote collaboration through co-teaching, peer observation, and sharing of teaching resources. Clear schedules and protocols can enhance consistent teamwork and professional growth.
- Reflective practices should be systematically encouraged, using tools like journals, checklists, and discussion sessions, allowing teachers to evaluate instructional effectiveness and plan improvements.
- Teachers should attend professional development programs, workshops, and seminars on advanced instructional strategies, classroom management, and innovative teaching practices to stay updated and improve competence.
- School administrators should provide sufficient instructional materials, resources, and structured support. Monitoring systems can assess teacher performance, classroom management, and the effectiveness of strategies learned from LAC sessions.

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